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tions to his environment and that they could set up within him ideals of life and conduct so all-powerful, so completely possessing him and so automatically a part of his very life that a whole life-time of influence after that could not break their influence.

History is replete with illustrations of this very commonplace but so little understood and less realized remark about the work of the teachers. Rousseau in literature, Kant in philosophy, Luther in religion, Jefferson in American politics all are standard examples of those who did realize how mightily the teacher does influence destiny. It might well be said today—"Give me teachers and I will change the thinking of the entire South about any topic in a generation." The teacher wields a power beyond the control of parent, police, priest or potentate. Church, state, home, commercial and industrial interests may all well consider how they may enlist the power and control wielded by the teaching profession.

In the cities the immigrants will take the word of the teacher when they will not accept even the assurance of their priest. Over and over again, in thousands of country communities all over this land the homes have been cleaned up, the outhouses made sanitary, the windows screened, the nursing bottles sterilized, the lowland drained, the hogs inoculated, the children vaccinated, all because live teachers were in those communities making physical as well as moral and intellectual destiny.

This is the sole claim of the teaching profession to a life-time of devotion and service. The physician heals the body and holds physical destiny in his hands. The lawyer keeps our feeble steps from wandering in forbidden paths—bidden by man-made laws—and holds the destiny of property in his hands. The minister guides our erring feet according to the life of a perfect Master and helps us to control our spiritual destiny. The teacher sets us aright on the road to physical health by teaching us how to develop the capacities for health with which we are born; develops our moral sense and our sense of justice that keeps us in mood to give to our neighbor his just due and expect no more than that from him; through precept and daily example helps us to realize as children on our spiritual inheritance and *keeps* us "right with God." Medicine, law, theology—noble and worthy professions but all so impossible, so futile and so helpless without the sister, —teaching. There is no sphere of human activity which teaching does not touch, no ability for the development of which it is not largely responsible, no realm of life or learning to which it cannot give an open sesame. Teaching as a profession stands on its own feet, it is justified of its own, it carries its own reward while destiny waits at its feet.

AN EDUCATIONAL APPEAL

BULLETIN, 1920, No. 29 of the United States Bureau of Education is an interesting and valuable document on "The National Crisis in Education: An Appeal to the People." This is a report of the proceedings of the National Citizens Conference on Education called by Commissioner Claxton May 19 to 21, 1920, at Washington, D. C.

At this conference representative citizens were invited to be present and to discuss public education in its several relationships to the political, economic, agricultural, religious and cultural welfare of our American civilization. The speakers included representatives from Chambers of Commerce, Rotary Clubs, Labor Unions, Women's Clubs, Farmers' Organizations and others. Representatives also of certain European countries were present and discussed the educational programs of their respective countries.

Of particular interest and moment were the discussions concerning the quality of the teachers in our public schools and the program for a further extension of educational opportunities. Emphasis was laid in the discussions on such matters as the above and also on the problems of American illiteracy, health education, and the rural school. Particular interest attaches to the viewpoint expressed by Mr. Matthew Woll, representing the American Federation of Labor, the final sentence in his paper being, "The greatest crime that is committed today against Americanism, and the worst element in our society for the destruction of Americanism is the element that opposes proper taxation in order that our educational institutions may grow and develop and bring into existence the greatest teaching force, the greatest educational system upon which, after all, our whole conception of democracy and its institutions fundamentally depend."

Another very interesting viewpoint was expressed by Honorable Robert A. Cooper, governor of South Carolina, in these words, "We are beginning to realize in my section of the country that it costs less to provide education than it does to support and endure ignorance."

In less than twenty years the taxpayers of a certain mountain county in one of the Southern States spent something like \$120,000 in the prosecution of persons who had violated the law with reference to intoxicating liquors. The person who gathered the statistics on the subject said this:

"That would have been enough money and more than enough, to have provided adequate educational facilities for every person put on trial, as well as the mem-

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eral mental depression or instability that lowers all the bodily functions, makes the individual anything but "good to live with," and destroys health and joy in living, (the whole influence of mind on body)—the term mental hygiene may be used with some satisfaction.

Mental Hygiene. That teachers may work in a school that has good medical supervision, school sanitation, physical education, and teaching of hygiene, *and still injure the health and joy of life in children*, scarcely needs demonstration. The teacher should be, first of all, healthy, physically and mentally, himself. The vigorous, buoyant, inspiring personality is the only kind that should be permitted to exercise a potent influence over children, where they are gathered together compulsorily, in large groups, as in a school. We cannot influence heredity nor the mental and physical health of parents very much as yet through eugenic measures. We cannot hope greatly to modify the horrible "de-educational" influence of nervous, ill-balanced, erratic parents; their baleful influence for years before school age may make of the child an almost hopeless case before he enters school. We are only now entering the field of home education for parenthood; the school nurse and our home-training courses are our opening wedges. But we can, to some extent, select our teachers. If we come to realize the importance of counteracting bad home influences in an age when parents are generally ignorant of the science and art of child rearing (although frequently versed in stock raising) and likewise the importance of supplementing and adding to good home influences, the present pitiful salaries of teachers will be so increased as to enable us to select a high grade of wholesome, dynamic types of teachers in our schools. Scholarship in a teacher is one criterion, professional training another, physical health and good common sense, others; but an indispensable characteristic is that sun-like disposition and skill in handling pupils that encourages the little human plants within range of her presence to grow normally, happily, and efficiently into social competency.*

"BE GOOD TO LIVE WITH" is a motto that well expresses the standard by which to judge those who would be examples to children. The heredity, the courage to live up to high ideals, the optimistic and inspiring outlook on life, the interest in the growth and well-being of others, the electric enthusiasm and elation which mark great personalities, must all be there. How pupils thrive and expand under the stimulus of such sunshine! How hard they try; how ambitiously and eagerly they attack their task of self-manufac-

turing; how their little evil habits and petty unnaturalness tend to melt like snow in the spring warmth! Only such teachers should be employed, and they are worth their weight in gold. Of such is the Kingdom of Heaven!

AN EDUCATIONAL APPEAL

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bers of his family; and had the county, instead of being put to the necessity of spending this large amount of money in the prosecution and conviction of citizen who had within them potential good, directed its efforts to providing education, not only would the taxpayers have been in a better condition from a financial standpoint, but the moral strength of that community would have been a great deal better."

Teachers and school men everywhere will be interested to send for a copy of this bulletin which can be secured from the Bureau of Education upon request. The present-day problems in our public schools are presented in clear and forceful language. It is not to be expected that the solutions of these problems have yet been found but it is of very great significance for the ultimate solution of these problems that the lay citizen has become interested in them and sees their vital relation to the safety and perpetuity of our representative form of government.—L. A. W.

PROGRESS AT MOCKSVILLE

LAST September the Mocksville School opened for the first time for a term of nine months. It was and is the intention of the trustees and Superintendent Frank R. Richardson to raise the standard of the school so that it could get on the accredited list by the end of the present school year. To this end a third teacher was employed for full time high school work and the course of study improved. All the conditions for making the school an accredited school have been met except in the case of the science laboratory, to which the community is now giving attention. The community is also considering a bond issue for a new building. Effort will also be made for the school to receive benefit from the Smith-Hughes fund.

The school year has been marked by a spirit of progress. The student body is publishing a monthly paper called the *Black and Gold*, which is a creditable publication. The senior class has raised \$175 to purchase play-ground equipment and the junior class has raised \$100 toward a new library. The school is also greatly interested in athletics.

(*See Burbank's "The Human Plant.")